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ABSTRACT

This paper provides a description of the Program Manager Workshop, a skill-based management training workshop for managers of group homes. The workshop is an extension of the Teaching-Family Model of Community Based Care, a model used in residential treatment homes for persons experiencing problems such as delinquency, retardation, mental illness, and autism. Each section of the workshop follows the format of lecture, discussion, modeling, and behavioral rehearsal. The content of various workshop sections is outlined: (1) Planning for Organizational Change; (2) Dealing with Bureaucratic Behavior; (3) Policies and Procedural Checklisting; (4) Shades of Differences; (5) Staff Meetings; (6) Equal Employment/Affirmative Action; (7) Responsive Management; (8) Problem Analysis and Decision Making; and (9) The Program Manager as a Teacher. The workshop evaluation is presented along three dimensions: participant satisfaction, skill performance, and consumer satisfaction. Evaluation data are presented which suggest participants are highly satisfied, use workshop content and have improved their skills. Other data suggest that the utilization of workshop skills results in high consumer satisfaction by supervisees. Appendices provide complete workshop descriptions, evaluation materials and other useful forms. (NRB)

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SKILL-BASED MANAGEMENT TRAINING:

THE TEACHING-FAMILY MODEL REVISITED

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SKILL-BASED MANAGEMENT TRAINING:

THE TEACHING-FAMILY MODEL REVISITED

INTRODUCTION

The Teaching-Family Model of Community Based Care (Phillips, Phillips, Fixsen, Wolf, 1974) has been evolving and expanding in use since it's beginning development in 1967. Fourteen years later, the Model is now used in over 150 residential treatment homes for persons ranging in age from 7 to 45 and who are experiencing problems with living including pre-delinquency, delinquency, retardation, mental illness, and autism.

Part of the expansion and evolution was marked by the introduction of the Teaching-Family Model on a large scale basis to Father Flanagan's Boys' Home of Boys Town, Nebraska in 1975 (Phillips, et.al., 1977 and Fixsen, et.al., 1978). What was becoming apparent at Boys Town as well as at other Teaching-Family sites (regional clusters of Community-Based Homes) was the need in some settings for managers. Managers inexperienced in the behavioral technology of group home operation, or unresponsive to the persons they supervise can be as detrimental to quality child care as untrained and unevaluated child care staff. Practical management training experiences for managers of group homes was beginning to be seen as a priority.

During the last part of 1977, management theories such as those of Taylor (1947), Drucker (1954), McGregor (1960), Katz and Kahn (1966), Likert (1967), Marrow, Bowers, and Seashore (1967), Blake and Mouton (1968), Burns and Stalker (1968), Gross (1968), Thompson (1969), Argyris (1971), and Sarason (1972) were reviewed. Although the theories were often cognitively compatible, it was difficult to extract sufficient information to enable the manager to apply to a given theory to his/her daily management behavior. More lucid and enlightening as to management training were Goldstein and Sorcher (1974), Jacques (1976), Rackham and Morgan (1977) and Miller (1978).

Beginning in 1978, the development of a skill-based management training workshop known as the Program Manager Workshop was undertaken. The first workshop was presented in February of 1979; nine such workshops have been given to date. The purpose of this presentation is to familiarize interested persons with a brief description of the format of the workshop, content of workshop sections, evaluation methods, and some data concerning the satisfaction and performance of workshop participants.

PROGRAM MANAGER WORKSHOP: FORMAT AND CONTENT

The workshop is presented over a five-day period. It is considered an extension of the Teaching-Family Model for principally four reasons. First, each section of the workshop follows the general format of: a) lecture/discussion, b) video tape or live modelling, and c) behavioral rehersal. Although the percentage of time devoted to these three dimensions varies with each section, at least one-third of each section is devoted to some form of behavioral rehersal. Second, several workshop sections utilize skill processes developed for group home operation such as the Teaching Interaction, Problem Solving, and Family Conference. Third, the training process includes post workshop consulting. Fourth, the evaluation process includes on-site evaluation and consumer questionnaires. A maximum of six participants attend the workshop with generally no more than three non-participant observers. Besides the introduction and conclusion, the other sections of the workshop by title and brief description are (see Appendix A for more detailed descriptions):

1) Planning for Organizational Change. How to develop plans to determine the present, transition, and future organization.

2) Dealing with Bureaucratic Behavior. How to develop productive work relationships with persons of equal or greater power in the organization.

3) Policies and Procedural Checklisting. How to develop policies and procedural checklists.

4) Shades of Difference. How to develop an organization which will teach alternatives to common prejudiced behavior.

5) Staff Meetings. How to conduct staff meetings.

6) Equal Employment Opportunity and Affirmative Action. How to meet legal requirements as well as promote Affirmative Action.

7) Responsive Management. How to develop and maintain positive and productive workshop relationships with supervisees.

8) Problem Analysis and Decision Making. How to define problems, solutions, level of participation, and implementation in decision making.

9) The Program Manager as a Teacher. How to teach effectively.

PROGRAM MANAGER WORKSHOP: EVALUATION

The workshop is evaluated along three dimensions:

1) Participant satisfaction and feedback. Participant satisfaction and feedback is collected following each section of the workshop using the Workshop Evaluation Questionnaire (see Appendix B) at the conclusion of the workshop using the Final Evaluation of Workshop form (see Appendix C) as well as approximately six months following the workshop using the Follow-Up Questionnaire (see Appendix D).

2) Skill Performance. Skill performance evaluations are accomplished by video taping and scoring pre-post workshop behavioral rehersal skill tests (see Appendix E) and by direct observation at on-site visits where Program Manager Evaluations are conducted six months after the workshop (see Appendix F).

3) Consumer Satisfaction. Consumer satisfaction ratings and feedback are collected from the supervisees of the Program Manager that has received training. The supervisees respond to a 19-item satisfaction questionnaire covering dimensions such as: 1) independence in decision making; b) ability to express feelings; and c) the adequacy of training and equipment furnished by the Program Manager. Appendix G lists the questions contained in the consumer questionnaire.

RESULTS

Participant Satisfaction. The satisfaction of persons who participate in the workshop is collected in four ways on three separate occasions. First, the participants are asked to respond to a 12-item questionnaire following each section of the workshop (see Appendix B). Examples of items on that questionnaire and their respective average ratings can be found in Figure 1 (Appendix F). Although all twelve items on the questionnaire are reviewed, these items are monitored somewhat closer so that any alterations in presentation needing to occur can occur possibly before the next section of the workshop rather than waiting until the next workshop. Question #3 "usefullness" can be an initial gauge of social validity. Figure 2 displays participant satisfaction with the workshop by workshop section, and Figure 3 shows participant satisfaction with the workshop for all nine workshops given to date.

The second method of acquiring participant satisfaction levels is to have the participants complete a final evaluation of workshop or "conclusion" workshop evaluation (see Appendix C). Items included on the final evaluation ask participants to: a) rank order the sections of the workshop from most important (one) to least important (nine), b) rank order the training processes used (lecture, quizes, behavioral rehersal, etc.) along the dimensions of importance and effectiveness, and c) rate satisfaction on dimensions of the workshop such as special audiovisuals, breaks, food, music, etc. Only data reflecting the rank ordering of sections is reported here (see Figure 4).

For the third method of participant satisfaction, participants are asked to complete a Follow-Up Questionnaire (see Appendix D) approximately six months following their attending the workshop. This questionnaire asks the past participants to: a) rank order, again, the sections of the workshop as they have been important to them in their work, and b) suggest a general "level of usage" of the information or processes covered in a particular section.

Figure 4 compares the average rank ordering by participants of individual workshop sections using data from the "conclusion" workshop evaluation and the post-workshop "Follow-Up Questionnaire" (six months later). A "one" is most important and "nine" is least important. Of particular interest, possibly, is the grouping of "Manager as a Teacher", "Responsive Management", and "Problem Analysis" at the important end of the rank ordering on both data collection times. In addition, the change in rank ordering of the "Bureaucratic Behavior" section from 4.5 to 3.0 could suggest a change in the suspected value of "know how" to deal with bureaucracies. The reported importance levels of these same four sections may also suggest some additional social validity as to the importance of these areas being included in management training activities.

Figure 5 displays the self-reported usage of information presented in the various sections of the workshop. Seven of the nine workshop sections are reported to contain information or processes that are used always or frequently by at least 50% of the participants. Participants reported a high usage (A/F = Always/Frequently) for "Manager as a Teacher", "Responsive Management", and "Problem Analysis" and moderate usage (Frequently/Sometimes) of "Bureaucratic Behavior" and "Staff Meetings".

Skill Performance. The first skill performance evaluation is Pre-Post Testing. Figure 6 shows the results of Pre-Post Skill tests of 22 participants by

skill area. Although some are marked by only a slight improvement, all areas show the participants to engage in a high percentage of the components in any given skill area in the Post than was evidenced in the Pre situation. Also apparent is the generally high base level of skill of the participants. One of the potential confounds still to be dealt with is the impact of prior association with other training aspects of the Teaching-Family Model on Pre testing and Post testing skill levels.

Figure 7 indicates the average percentage of components occurring in the Pre-Post test situations by workshop. As would be anticipated from the previous data, moderate but consistent amounts of improvement also are apparent.

Total reliability of Pre-Post tests ranged from 69% to 100% across 32 different samples. The total average reliability was 91%.

The second skill performance evaluation or assessment is an on-site observation evaluation. These evaluations, as depicted in rough draft form in Appendix F, will begin their testing phase September, 1980. Figure 8 indicates the dimensions and rating scale for this information.

Consumer Satisfaction. Figures 9 through 12 show the results of the administration of the Program Manager Consumer on six occasions with four managers (D through A). Also shown on the figures are the results of an administration of the Profile of Organizational Characteristics (Likert, 1967). A relationship between high consumer ratings and workshop trained skills cannot be demonstrated at this time. Future results of on-site Program Manager Evaluations will possibly indicate this relationship.

CONCLUSION

The development and beginning evaluations of a management training workshop with it's basis in the Teaching-Family Model of group home care, has been occurring over the last two and one-half years. Fifty four persons have been trained (see Figure 13), 22 of which were pre-post tested in eight skill areas. Current data, although incomplete, suggest that: a) participants are highly satisfied with both the content and process of the workshop; b) participant's self-reports suggest moderate to high usage of workshop content; c) participant's skill levels in at least seven areas show improvement and d) casual observations suggest that some workshop trained behaviors may result in high levels of consumer satisfaction of supervisees.

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APPENDIX A

PROGRAM MANAGER WORKSHOP DESCRIPTIONS

PROGRAM MANAGER TRAINING

PROGRAM MANAGER WORKSHOP DESCRIPTIONS

by

Donna M. Watson and Richard L. Baron

© FATHER FLANAGAN'S BOYS' HOME

BOYS TOWN, NEBRASKA

PROGRAM MANAGER TRAINING

COURSE: Program Manager Workshop

SECTION: Introduction to the Program Manager Workshop

LENGTH: 45 Minutes

METHOD OF PRESENTATION: 100% Lecture/Discussion

DESCRIPTION: The Introduction to the Program Manager Workshop provides an overview of each section of the workshop including the purpose, methods of presentation, and scheduling. The role of feedback giving and taking is also discussed.

EXPECTED CONCEPTS LEARNED:

1. General overview of the Program Manager Workshop.
2. The importance of giving and accepting feedback throughout the workshop.

COURSE: Program Manager Workshop

SECTION: Planning for Organizational Change

LENGTH: 4 1/2 Hours

METHOD OF PRESENTATION: 60% Lecture/Discussion, 40% organizational planning

DESCRIPTION: Planning for Organizational Change is covered with residential care programs and developing plans to determine the present, transition, and future organization. The importance of changing people's behavior is stressed. Areas such as organizational structure, decision authority distribution, and other systems within the organization needing review are described. Recommendations are made concerning an effective residential child care organization.

EXPECTED CONCEPTS LEARNED:

1. The planning process for changing an organization.
2. Knowledge of the resistances involved in the change process.
3. The importance of responding to behaviors and not emotions.

EXPECTED SKILLS LEARNED:

1. Development of present and future organizational structure.
2. Development of present and future decision authority distribution.
3. Knowledge of three stages of organizational change.
4. Understanding of time-line charting.
5. Priority setting for organizational change.

PROGRAM MANAGER TRAINING

COURSE: Program Manager Workshop

SECTION: Dealing with Bureaucratic Behavior

LENGTH: 4 Hours

METHOD OF PRESENTATION: 50% Lecture/Discussion, 20% Video Tape Presentation, 30% Behavior Rehersal

DESCRIPTION: Dealing with Bureaucratic Behavior is concerned with developing productive working relationships between the Program Manager and persons with equal or greater power in the organization. Emphasis is placed on the how and why of good relationships and how they will help the Program Manager.

EXPECTED CONCEPTS LEARNED:

1. The importance of good relationships between the Program Manager and his/her supervisor or other departments his/her unit interfaces with.
2. Methods of building good relationships.
3. Ways of solving bureaucratic problems.
4. The dissemination of positive and negative feedback throughout the organization.

EXPECTED SKILLS LEARNED:

1. A method of investigating an organizational problem.
2. A method of negotiating a possible solution.
3. How to respond to unreceptive comments or bureaucratic "put-offs".
4. How to respond to gossip.
5. A method for disseminating feedback.

PROGRAM MANAGER TRAINING

COURSE: Program Manager Workshop

SECTION: Policies and Procedural Checklisting

LENGTH: 3 Hours

METHOD OF PRESENTATION: 40% Lecture/Discussion, 10% Video Tape Presentation, 30% Written Assignment, 20% Behavioral Rehersal

DESCRIPTION: Policies and Procedural Checklisting presents an overview of how to develop policies and procedures and procedural checklists, and their importance.

EXPECTED CONCEPTS LEARNED:

1. The importance of having policies and procedures and procedural checklists.
2. The difference between a policy and a procedure.
3. The benefits and drawbacks of policies and procedures and procedural checklists.
4. The importance of defining, testing, and disseminating policies and procedures and procedural checklists.

EXPECTED SKILLS LEARNED:

1. A method for developing policies and procedures and procedural checklists.
2. A method for giving a verbal warning.
3. A method for involuntary termination.

PROGRAM MANAGER TRAINING

COURSE: Program Manager Workshop

SECTION: Shades of Difference

LENGTH: 2 Hours

METHOD OF PRESENTATION: 40% Lecture/Discussion, 20% Film Presentation, 20% Awareness Task, 20% Behavioral Rehersal

DESCRIPTION: Shades of Difference stresses the positive differences among people. Some assumptions concerning prejudicial behavior are presented. Emphasis is placed on learning alternative behaviors to prejudicial ways of behaving and how the Program Manager can foster "positive differencism" in the organization.

EXPECTED CONCEPTS LEARNED:

1. An awareness of cultural, religious, racial, and ethnic differences.
2. An awareness of how we unintentionally promote "negative differencism" or prejudice.
3. Some concrete ways of promoting "positive differencism" in a residential child care organization.

EXPECTED SKILLS LEARNED:

1. How to give feedback concerning "negative differencism" behavior.
2. How to accept feedback from others concerning "negative differencism" behavior.

COURSE: Program Manager Workshop

SECTION: Staff Meetings

LENGTH: 3 Hours

METHOD OF PRESENTATION: 30% Lecture/Discussion, 20% Video Tape Presentation, 50% Behavioral Rehersal

DESCRIPTION: Staff Meetings is concerned with a possible process for a reoccuring assembly of selected members of all residential homes as a single administrative unit. Some suggested components of a Staff Meeting and methods for conducting a Staff Meeting are discussed.

EXPECTED CONCEPTS LEARNED:

1. What type of agenda items to include at a Staff Meeting.
2. What types of behaviors are beneficial to the Program Manager in conducting a Staff Meetings.
3. The value of Staff Meetings.

EXPECTED SKILLS LEARNED:

1. Specific behaviors the Program Manager should engage in while conducting a Staff Meeting.
2. A technique for insuring participation for all members of the meeting.
3. An agenda for conducting a staff meeting.

COURSE: Program Manager Workshop

SECTION: The Program Manager as a Teacher

LENGTH: 3 Hours

METHOD OF PRESENTATION: 50% Lecture/Discussion, 10% Video Tape Presentation, 40% Behavioral Rehersal

DESCRIPTION: The Program Manager as a Teacher emphasises describing how the Program Manager effectively teaches Family-Teachers the operation of a home and the individual care and treatment of children.

EXPECTED CONCEPTS LEARNED:

1. The components of the Teaching Interaction for adults.
2. The components of Effective Adult Praise.
3. The importance of how the Teaching Interaction aids in developing family-Teacher receptivity to information.
4. The information clarity components, and the learning components of the Teaching Interaction.

EXPECTED SKILLS LEARNED:

1. The technique of the Teaching Interaction.
2. The technique of Effective Adult Praise.
3. Techniques to access whether or not an entire teaching interaction should be used.

COURSE: Program Manager Workshop

SECTION: Responsive Management

LENGTH: 4 Hours

METHOD OF PRESENTATION: 40% Lecture/Discussion, 20% Video Tape Presentation, 40% Behavioral Rehersal

DESCRIPTION: Responsive Management concerns itself with manager behavior which has to do with the working relationships between the Family-Teachers and the Program Manager.

EXPECTED CONCEPTS LEARNED:

1. The importance of positive, constructive relationships between the Family-Teachers and the Program Manager.
2. The elements of positive, constructive relationships.

EXPECTED SKILLS LEARNED:

1. The technique of giving constructive feedback to a Non-Oppositional Family-Teacher and a Oppositional Family-Teacher.
2. The technique of apologizing.
3. The technique of accepting feedback from Family-Teachers.
4. Methods of developing Responsive Management behaviors.

PROGRAM MANAGER TRAINING

COURSE: Program Manager Workshop

SECTION: Problem Analysis and Decision Making

LENGTH: 5 1/2 Hours

METHOD OF PRESENTATION: 40% Lecture/Discussion, 60% Behavioral Rehersal

DESCRIPTION: Emphasis is placed on following a systematic process for problem definition, solution definition, participation in the definition, solution selection, and solution implementation.

EXPECTED CONCEPTS LEARNED:

1. The importance of following a systematic process for problem analysis and decision making.

EXPECTED SKILLS LEARNED:

1. A problem analysis and decision making process.

COURSE: Program Manager Workshop

SECTION: Equal Employment Opportunity and Affirmative Action

LENGTH: 2 1/2 Hours

METHOD OF PRESENTATION: 50% Lecture/Discussion, 50% Behavioral Rehersal

DESCRIPTION: Equal Employment Opportunity and Affirmative Action is an overview of the various federal laws concerning equal employment and establishment of an Affirmative Action Program. Emphasis is placed upon not just meeting federal and state guidelines, but promoting Affirmative Action employment.

EXPECTED CONCEPTS LEARNED:

1. The importance of being aware of federal guidelines.
2. The importance of being familiar with a basic set of terms.
3. The importance of being an Affirmative Action Employer.

EXPECTED SKILLS LEARNED:

1. Methods to help your organization participate in being an Affirmative Action Employer.
2. Knowledge to recognize compliance with EEO guidelines.

APPENDIX B

PROGRAM MANAGER WORKSHOP

WORKSHOP EVALUATION QUESTIONNAIRE
(BY SECTION)

DATE: _____

WORKSHOP EVALUATION

Using the following scale, please answer question 1-7 below by putting the appropriate number in the blank following.

7 - Completely satisfied
6 - Satisfied
5 - Slightly satisfied
4 - Neither satisfied nor dissatisfied
3 - Slight dissatisfied
2 - Dissatisfied
1 - Completely dissatisfied

LECTURE:

1. How satisfied are you with the quality of instruction of this section? _____ Comments: _____
_____

2. How satisfied are you that you have learned the necessary skills to begin to implement this aspect of the model? _____
Comments: _____

3. How satisfied are you with the usefulness of this section? _____
Comments: _____

4. How satisfied are you with the pleasantness of this instructor? _____
Comments: _____

5. How satisfied are you with the instructor's knowledge of the subject matter? _____ Comments: _____
_____

6. How satisfied were you with the way the instructor answered the questions? _____ Comments: _____
_____

7. How could we change this section to provide more effective training methods or create more sensible goals? (Please use the back of this paper to write your answer.)

ROLE-PLAY GROUPS: (Role-Play Leader: _____)

1. How satisfied are you with the pleasantness of this Role-Play Leader? _____ Comments: _____

2. How satisfied are you with the Role-Play Leader's knowledge of the subject matter? _____ Comments: _____
_____

3. How satisfied are you with the helpfulness of the Role-Play Leader's feedback? _____ Comments: _____
_____

4. How satisfied are you that you have learned the necessary skills to begin to implement this aspect of the model? _____ Comments:
_____

5. How satisfied were you with the amount of individual attention you received in this entire section (lecture and role-playing)? _____
Comments: _____

APPENDIX C

PROGRAM MANAGER WORKSHOP

FINAL EVALUATION OF WORKSHOP

DATE _____

_____

PROGRAM MANAGER TRAINING

PROGRAM MANAGER WORKSHOP

CONCLUSION

FINAL EVALUATION OF WORKSHOP

I. WORKSHOP SECTIONS

Please rate and rank each of the sections of the workshop in terms of it's importance in the operation of your program. When ranking, let "1" be the most important section and "10" be the least important. When rating, use the following scale:

7 = Completely important
6 = Important
5 = Slightly important
4 = Neither important nor unimportant
3 = Slightly unimportant
2 = Unimportant
1 = Completely unimportant

Section	Rank Importance (1 to 10)	Rate Importance (1 to 7)
1. Introduction	_____	_____
2. Planning for Organizational Change	_____	_____
3. Dealing with Bureaucratic Behavior	_____	_____
4. Policies and Procedural Checklisting	_____	_____
5. Shades of Difference	_____	_____
6. Staff Meetings	_____	_____
7. The Program Manager as a Teacher	_____	_____
8. Responsive Management	_____	_____
9. Problem Analysis and Decision Making	_____	_____
10. EEOC and Affirmative Action	_____	_____
11.	_____	_____

Program Manager Workshop-Conclusion
Final Evaluation of Workshop

Date _____

II. WORKSHOP PROCEDURES

Please rate and rank each of the following workshop procedures concerning it's importance and effectiveness in helping you learn the skills:

	Procedures	Rank (1=Most important to 8=Least important)	Rate
1.	Lecture	_____	_____
2.	Audio-Visual Aids (slides, overheads)	_____	_____
3.	Audio-Visual Aids (video tapes)	_____	_____
4.	Behavioral Rehearsal	_____	_____
5.	Question/Answer or Discussion Periods	_____	_____
6.	Readings (Manuals)	_____	_____
7.	Quizzes or Study Guides	_____	_____
8.	Checklists	_____	_____
9.		_____	_____
10.		_____	_____

III. OTHER WORKSHOP AREAS

Please rate the following "other workshop areas' concerning your satisfaction.

	Area	Rate
1.	"The Tale of 'O'"	_____
2.	Situational Attitude Scale	_____
3.	Food	_____
4.	Beverages	_____
5.	Breaks	_____
6.	Daily Starting Times	_____
7.	Daily Stopping Times	_____
8.	Pre-Post Taping	_____
9.	Homework Assignments	_____
10.	Music	_____

IV. SUGGESTIONS AND COMMENTS ON ENTIRE WORKSHOP

A. Things I liked best:

B. Things I liked least and improvements needed:

C. Comments on Presenters:

APPENDIX D

PROGRAM MANAGER WORKSHOP

FOLLOW-UP QUESTIONNAIRE

DATE _____

PROGRAM MANAGER WORKSHOP

FOLLOW-UP QUESTIONNAIRE

We're now in the process of revising our Program Manager Workshop for 1980. We would like to ask for your feedback on various aspects of the workshop based on your experiences after having gone through the workshop. Your feedback will be invaluable to us. We've enclosed a short description of each section of the workshop to help assist you in remembering the content of each section.

I. Workshop Sections

A. Please rank each of the sections of the workshop in terms of it's importance in the operations of your program since attending the Program Manager Workshop. When ranking let "1" be the most important section and "14" be the least important. Some of you may not have had all of the sections, so please just cross out any section you did not have.

B. When rating please rate the frequency of use using the first initial of the following: Always (A), Frequently (F), Sometimes (S), Never (N).

Section	A. Rank Importance (1 to 14)	B. Rate Use Of (A, F, S, N)
Introduction	_____	_____
Planning for Organizational Change	_____	_____
Dealing with Bureaucratic Behavior	_____	_____
Policies and Procedural Checklisting	_____	_____
Evaluation	_____	_____
Shades of Difference	_____	_____
Staff Meetings	_____	_____
The Program Manager as a Teacher	_____	_____
Responsive Management	_____	_____
Problem Analysis and Decision Making	_____	_____
EEOC and Affirmative Action	_____	_____
Application and Exit Interviews	_____	_____
The Program Manager and Humor	_____	_____
Individual Home and Administrative Budgeting	_____	_____

C. Are there any sections you would expand? ____ Yes ____ No
If yes, which ones:

Comments:

D. Are there any sections you would delete? ____ Yes ____ No
If yes, which ones?

Comments:

E. Are there any new sections you would add? ____ Yes ____ No
If yes, which ones?

Comments:

F. Have you had a chance to apply any information that was presented (Behavioral Checklists, Organizational Charts, Problem Analysis Worksheet, Flow of Information Chart, etc.)?

Comments:

G. Generally, what was your level of satisfaction with the Behavioral Rehearsal and tapes?

____ Completely satisfied
____ Satisfied
____ Slightly satisfied
____ Neither satisfied nor dissatisfied
____ Slightly dissatisfied
____ Dissatisfied
____ Completely dissatisfied

Comments:

Is there anything you would change concerning the tapes or Behavioral Rehearsal? ____ Yes ____ No

Comments:

H. How satisfied were you with the length of the workshop?

____ Completely Satisfied
____ Satisfied
____ Slightly satisfied
____ Neither satisfied nor dissatisfied
____ Slightly dissatisfied
____ Dissatisfied
____ Completely dissatisfied

Comments:

I. How satisfied were you with the training manual?

____ Completely satisfied
____ Satisfied
____ Slightly satisfied
____ Neither satisfied nor dissatisfied
____ Slightly dissatisfied
____ Dissatisfied
____ Completely dissatisfied

Comments:

J. Any input you provide is extremely helpful to us. What additional feedback or general comments do you have that might be helpful to us?

_____

Sign only if you want to

Thank you for your comments and suggestions. A self-addressed, stamped return envelope is enclosed for your convenience.

We are looking forward to your responses and would appreciate your returning this questionnaire as soon as you can so we can incorporate your feedback. If you have any questions, call either Donna Watson or Dick Baron at 402-498-1333 . . . collect. Or, if you want me to call you after you have returned this questionnaire, please check. ☐

Thank you again.

Donna Watson

Dick Baron

slg

APPENDIX E

PROGRAM MANAGER WORKSHOP

SAMPLE PRE-POST VIGNETTE AND
SKILL CHECKLIST

FOR

SHADES OF DIFFERENCE: CONCERNING THE
SKILL OF GIVING FEEDBACK TO PERSONS WHO
ENGAGE IN "NEGATIVE DIFFERENCISM"
BEHAVIORS (PREJUDICE BEHAVIORS)

PROGRAM MANAGER TRAINING

PROGRAM MANAGER WORKSHOP

SCENE II-A

In a recent conversation, a member of the organization you work with referred to a person who made a mistake as a "retard". Talk to him/her about this.

PLEASE SAY "STOP" WHEN YOU ARE COMPLETED

PROGRAM MANAGER TRAINING - PROGRAM MANAGER WORKSHOP

SHADES OF DIFFERENCE

FEEDBACK ON NEGATIVE DIFFERENCISM BEHAVIOR CHECKLIST

_____ A. EYE CONTACT

_____ B. VOICE TONE

_____ C. GREETING

_____ D. REQUEST TO SPEAK TO PERSON

_____ E. IDENTIFY ISSUE OF BEHAVIOR CONCERN

_____ F. REQUEST FOR UNDERSTANDING (ARE YOU CLEAR ON THE EVENT?)

_____ G. RATIONALE

_____ H. OFFER OF ASSISTANCE IN IDENTIFYING NEW BEHAVIOR

_____ I. APPRECIATION STATEMENT

PROGRAM MANAGER TRAINING

PROGRAM MANAGER WORKSHOP

SCENE II-B

In a recent conversation, a member of the organization you work with was discussing the difficulty he/she was having with a Black employee arriving on time for work. He referred to the difficulty by saying "These blacks are really hard to supervise". Talk to him/her about this.

PLEASE SAY "STOP" WHEN YOU ARE COMPLETED

PROGRAM MANAGER TRAINING - PROGRAM MANAGER WORKSHOP

SHADES OF DIFFERENCE

FEEDBACK ON NEGATIVE DIFFERENCISM BEHAVIOR CHECKLIST

_____ A. EYE CONTACT

_____ B. VOICE TONE

_____ C. GREETING

_____ D. REQUEST TO SPEAK TO PERSON

_____ E. IDENTIFY ISSUE OF BEHAVIOR CONCERN

_____ F. REQUEST FOR UNDERSTANDING (ARE YOU CLEAR ON THE EVENT?)

_____ G. RATIONALE

_____ H. OFFER OF ASSISTANCE IN IDENTIFYING NEW BEHAVIOR

_____ I. APPRECIATION STATEMENT

APPENDIX F

PROGRAM MANAGER EVALUATION
(ROUGH DRAFT)

PROGRAM MANAGER EVALUATION

by

Donna M. Watson
Richard L. Baron
Dean L. Fixsen
Elery L. Phillips

© FATHER FLANAGAN'S BOYS' HOME
Boys Town, Nebraska

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January, 1980

PROGRAM MANAGER EVALUATION

RATING FORM

PROGRAM MANAGER _____

ADDRESS _____

PHONE: BUSINESS _____ HOME _____

TEACHING-PARENT NAMES:	ADDRESSES:

DATE: _____

EVALUATORS: _____

_____

INSTRUCTIONS TO THE EVALUATOR

The evaluator(s) should take to the Program Manager Evaluation a complete copy of the Program Manager Evaluation.

The evaluator(s) should plan to fill out parts of this form as the evaluation progresses in the following manner:

1. Teaching (Part I) should be completed during each designated teaching interval.
2. Responsive Management (Part II) should be completed during the designated responsive management interval.
3. Social Skills (Part III, A and B) should be completed after the end of the visit or during a break.
4. Problem Analysis (Part IV) should be completed during the problem analysis and problem-solving period.
5. Staff Meetings (Part V) should be completed during the staff meeting.

The following Rating Scale and abbreviations are to be used for the evaluation:

7 - CS - completely satisfied
6 - S - satisfied
5 - SS - slightly satisfied
4 - N - neither satisfied nor dissatisfied
3 - SD - slightly dissatisfied
2 - D - dissatisfied
1 - CD - completely dissatisfied

NAR - not an averaged rating

OPP - opportunity to teach

N/A - not applicable

TP / PM	Top half is to be marked for the Teaching-Parent Bottom half is to be marked for the Program Manager

EXAMPLE FROM TEACHING (PART I):

	7 CS	6 S	5 SS	4 N	3 SD	2 D	1 CD	NAR	N/A	OPP
Rationale	//	/								

The evaluators should record the frequency and quality of each component that occurs. The components on the left side of the page are to be rated in the boxes from 7 to 1. During the teaching interval the components listed on the left side of the page may occur more than once and are to be indicated by a small hash mark as shown in the example above. In the example above, there were three frequencies of a rationale occurring and the quality of these frequencies were two 7's and one 6.

In the above example NAR indicates that the two 7's and one 6 were not averaged; in other words, a rating of 7 or 6 would be given. The evaluator must determine from observing the 3 rationales if overall quality would be a 7 or a 6.

Check OPP (opportunity to teach) only if there was an opportunity to perform the behavior but the opportunity was not taken. Check N/A (not applicable) only when the particular component DOES NOT NEED TO OCCUR.

During any 15 minute interval, observe and record the following teaching components. The interval will be arranged by the Program Manager and the Evaluator.

I. TEACHING

	CS (7)	S (6)	SS (5)	N (4)	SD (3)	D (2)	CD (1)	NAR	N/A	OPP.
eye contact, voice tone, body posture	☐	☐	☐	☐	☐	☐	☐	___	☐	___
initial praise, concern or affection	☐	☐	☐	☐	☐	☐	☐	___	☐	___
description of incorrect behavior	☐	☐	☐	☐	☐	☐	☐	___	☐	___
description of correct behavior	☐	☐	☐	☐	☐	☐	☐	___	☐	___
rationales	☐	☐	☐	☐	☐	☐	☐	___	☐	___
request for understanding	☐	☐	☐	☐	☐	☐	☐	___	☐	___
demonstration	☐	☐	☐	☐	☐	☐	☐	___	☐	___
practice (if applicable)	☐	☐	☐	☐	☐	☐	☐	___	☐	___
feedback on practice (if applicable)	☐	☐	☐	☐	☐	☐	☐	___	☐	___
request for reasonableness of feedback	☐	☐	☐	☐	☐	☐	☐	___	☐	___
specific offer of help	☐	☐	☐	☐	☐	☐	☐	___	☐	___
appreciation statement	☐	☐	☐	☐	☐	☐	☐	___	☐	___

COMMENTS: TEACHING

During any half hour interval observe and record the following responsive management components. The half hour interval will be arranged by the Program Manager, Teaching-Parent, and Evaluator.

II. RESPONSIVE MANAGEMENT

	CS (7)	S (6)	SS (5)	N (4)	SD (3)	D (2)	CD (1)	NAR	N/A
praise	☐	☐	☐	☐	☐	☐	☐	___	[
pleasant	☐	☐	☐	☐	☐	☐	☐	___	[
model	☐	☐	☐	☐	☐	☐	☐	___	[
takes feedback	☐	☐	☐	☐	☐	☐	☐	___	[
gives constructive feedback	☐	☐	☐	☐	☐	☐	☐	___	[
appreciative	☐	☐	☐	☐	☐	☐	☐	___	[
gives opportunity for input	☐	☐	☐	☐	☐	☐	☐	___	[
behaviorally descriptive	☐	☐	☐	☐	☐	☐	☐	___	[
enthusiastic	☐	☐	☐	☐	☐	☐	☐	___	[
concern	☐	☐	☐	☐	☐	☐	☐	___	[
flexible	☐	☐	☐	☐	☐	☐	☐	___	[
optimistic	☐	☐	☐	☐	☐	☐	☐	___	[
seriousness	☐	☐	☐	☐	☐	☐	☐	___	[
offers assistance	☐	☐	☐	☐	☐	☐	☐	___	[
humorous	☐	☐	☐	☐	☐	☐	☐	___	[

COMMENTS: RESPONSIVE MANAGEMENT

This section is to be completed after the completion of the evaluation or during a break. The purpose of this section is to note the general social skills of the Teaching-Parent and their youth. Any outstanding skills, negative or positive, should be noted. The feedback is to be given in terms of how well the Program Manager has taught the Teaching-Parent.

III. SOCIAL SKILLS

A. TEACHING-PARENT:

B. YOUTHS:

PROBLEM ANALYSIS AND PROBLEM SOLVING WORKSHEET

STEP A Behavioral Description	what?	who?	where?	when?	to/with whom?	effects?

STEP B Motivation or Antecedent Conditions	Motivation or AC #1	Motivation or AC #2	Motivation or AC #3	Motivation or AC #4
STEP C Possible Solutions	Solution #1	Solution #2	Solution #3	Solution #4
STEP D Advantages or Disadvantages	advantages / disadvantages	advantages / disadvantages	advantages / disadvantages	advantages / disadvantages

STEP E Rank Order / **STEP F** Amount of Participation	1.	2.	3.	4.	complete autocratic	limited autocratic	consultative	democratic			

STEP G Detail Solution Selected	1. 2. 3. 4. 5. 6. 7. 8.

STEP H Disseminate Solution / **STEP I** Follow-up	Send to: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	Follow-Up on: Date: Date: Date: Date: Date: Date:

This section is to be observed and completed during the problem analysis and problem solving portion of the evaluation.

IV. PROBLEM ANALYSIS AND PROBLEM SOLVING

	CS (7)	S (6)	SS (5)	N (4)	SD (3)	D (2)	CD (1)	NAR*	N/A
BEHAVIORAL DESCRIPTION	☐	☐	☐	☐	☐	☐	☐	___	☐
MOTIVATION OR ANTECEDENT CONDITIONS	☐	☐	☐	☐	☐	☐	☐	___	☐
POSSIBLE SOLUTIONS	☐	☐	☐	☐	☐	☐	☐	___	☐
ADVANTAGES OR DISADVANTAGES	☐	☐	☐	☐	☐	☐	☐	___	☐
RANK ORDER	☐	☐	☐	☐	☐	☐	☐	___	☐
AMOUNT OF PARTICIPATION ** [A] [LA] [C] [D]	☐	☐	☐	☐	☐	☐	☐	___	☐
DETAIL SOLUTION SELECTED	☐	☐	☐	☐	☐	☐	☐	___	☐
DISSEMINATED SOLUTION	☐	☐	☐	☐	☐	☐	☐	___	☐
FOLLOW-UP	☐	☐	☐	☐	☐	☐	☐	___	☐

** A = autocratic LA = limited autocratic

C = consultative D = democratic

COMMENTS: PROBLEM ANALYSIS AND PROBLEM SOLVING

During the Staff Meeting please observe the following components and record them.

V. STAFF MEETINGS

	CS (7)	S (6)	SS (5)	N (4)	SD (3)	D (2)	CD (1)	NAR	N/A
eye contact; voice volume, inflection & clarity	☐	☐	☐	☐	☐	☐	☐	___	☐
requests for understanding	☐	☐	☐	☐	☐	☐	☐	___	☐
request for input	☐	☐	☐	☐	☐	☐	☐	___	☐
acknowledgement of input	☐	☐	☐	☐	☐	☐	☐	___	☐
requests for fairness	☐	☐	☐	☐	☐	☐	☐	___	☐
humor	☐	☐	☐	☐	☐	☐	☐	___	☐
rationales	☐	☐	☐	☐	☐	☐	☐	___	☐
behaviorally descriptive	☐	☐	☐	☐	☐	☐	☐	___	☐
examples	☐	☐	☐	☐	☐	☐	☐	___	☐
offers of assistance	☐	☐	☐	☐	☐	☐	☐	___	☐
use of people's names	☐	☐	☐	☐	☐	☐	☐	___	☐
compliments	☐	☐	☐	☐	☐	☐	☐	___	☐
use of requests (vs demands)	☐	☐	☐	☐	☐	☐	☐	___	☐

Time Started _____ Time Ended _____

AGENDA OUTLINE

A. General information passing (manager to F-T's)
   1.
   2.

B. Follow-up items
   1.
   2.

C. Concern or problem areas information passing
   1.
   2.

D. Review of treatment of administrative procedure
   1.
   2.

E. Need group input (discussion or voting)
   1.
   2.

F. Requests for items F-T needs help with
   1.
   2.

G. General information passing (F-T's to all staff)
   1.
   2.

H. Location, date, time of next meeting
   1.
   2.

I. Potential items for next meeting's agenda
   1.
   2.

J. Social time

K. Were there items that were announced that should not have been announced?

COMMENTS: STAFF MEETINGS

DISTRIBUTION OF SCORES

PROGRAM MANAGER EVALUATION

NAME OF PROGRAM MANAGER _____

NAME OF PROGRAM _____

DATE _____

	Average Score	7	6	5	4	3	2	1
I. TEACHING								
II. RESPONSIVE MANAGEMENT								
III. SOCIAL SKILLS								
A. TEACHING-PARENT								
B. YOUTHS								
IV. PROBLEM ANALYSIS AND DECISION MAKING								
V. STAFF MEETINGS								

NAME OF PROGRAM MANAGER _____

NAME OF PROGRAM _____

DATE _____

DISTRIBUTION OF SCORES

PROGRAM MANAGER CONSUMER

OVERALL RATING _____

	Average Score	7	6	5	4	3	2	1	Number of Responses
* PART I - COMMUNICATION									
1. Are you satisfied that you are free to discuss feelings about your job with your program manager?									
2. Are you satisfied with the frequency you are asked by your P-M for ideas and opinions in solving job problems?									
3. Are you satisfied with the frequency your program manager uses your ideas and opinions?									
4. Are you satisfied that you can privately, but candidly, question suggestions, requirements, and communications of your program manager?									
5. Are you satisfied that you can contact your P-M whenever you would like?									
* PART II - CONFIDENCE									
6. Are you satisfied that your P-M has confidence in you and your decisions?									
7. Are you satisfied that your program manager supports your decisions?									
* PART III - JOB KNOWLEDGE									
8. Are you satisfied that your program manager knows the solutions to most of the problems of your job?									
* PART IV - HELPFULNESS									
9. Are you satisfied that your program manager provides sufficient training, assistance, equipment & resources to do your job?									
10. Are you satisfied that your P-M responds to your requests quickly?									
11. Are you satisfied that your program manager compliments you enough on your job performance?									
* PART V - PLEASANTNESS									
12. Are you satisfied that your program manager is pleasant?									
13. Are you satisfied the other staff in the unit managed by this program manager are pleasant?									
* PART VI - INFORMATIVENESS									
14. Are you satisfied that evaluation information provided by your program manager is used to help you improve and not used punitively?									
15. Are you satisfied that your program manager gives you the information you need to improve?									
* PART VII - AUTHORITY									
16. Are you satisfied that your P-M allows you enough independece in making decisions concerning your job?									
17. Are you satisfied that your program manager views you as a primary consumer of his/her services?									
18. Are you satisfied that your program manager, after considering other points of view, makes a firm and lasting decision?									
* PART VIII - HAPPINESS									
19. Are you satisfied with your level of happiness?									

SEE ATTACHED PAGE FOR COMMENTS

APPENDIX G

PROGRAM MANAGER CONSUMER QUESTIONS:
DISTRIBUTION OF SCORES FORM

These consumer questions are rated (seven point scale) by supervisees of the Program Manager. This is the last phase of a proposed Program Manager On-Side Evaluation Process.

NAME OF PROGRAM MANAGER _____

NAME OF PROGRAM _____

DATE _____

DISTRIBUTION OF SCORES

PROGRAM MANAGER CONSUMER

OVERALL RATING _____

	Average Score	7	6	5	4	3	2	1	Number of Responses
* PART I - COMMUNICATION									
1. Are you satisfied that you are free to discuss feelings about your job with your program manager?									
2. Are you satisfied with the frequency you are asked by your P-M for ideas and opinions in solving job problems?									
3. Are you satisfied with the frequency your program manager uses your ideas and opinions?									
4. Are you satisfied that you can privately, but candidly, question suggestions, requirements, and communications of your program manager?									
5. Are you satisfied that you can contact your P-M whenever you would like?									
* PART II - CONFIDENCE									
6. Are you satisfied that your P-M has confidence in you and your decisions?									
7. Are you satisfied that your program manager supports your decisions?									
* PART III - JOB KNOWLEDGE									
8. Are you satisfied that your program manager knows the solutions to most of the problems of your job?									
* PART IV - HELPFULNESS									
9. Are you satisfied that your program manager provides sufficient training, assistance, equipment & resources to do your job?									
10. Are you satisfied that your P-M responds to your requests quickly?									
11. Are you satisfied that your program manager compliments you enough on your job performance?									
* PART V - PLEASANTNESS									
12. Are you satisfied that your program manager is pleasant?									
13. Are you satisfied the other staff in the unit managed by this program manager are pleasant?									
* PART VI - INFORMATIVENESS									
14. Are you satisfied that evaluation information provided by your program manager is used to help you improve and not used punitively?									
15. Are you satisfied that your program manager gives you the information you need to improve?									
* PART VII - AUTHORITY									
16. Are you satisfied that your P-M allows you enough independence in making decisions concerning your job?									
17. Are you satisfied that your program manager views you as a primary consumer of his/her services?									
18. Are you satisfied that your program manager, after considering other points of view, makes a firm and lasting decision?									
* PART VIII - HAPPINESS									
19. Are you satisfied with your level of happiness?									

SEE ATTACHED PAGE FOR COMMENTS

APPENDIX H

FIGURES (1 through 13)

FIGURE #1

PROGRAM MANAGER WORKSHOP

Average Satisfaction Ratings of Participants (N=54)

by Satisfaction Question (selected)

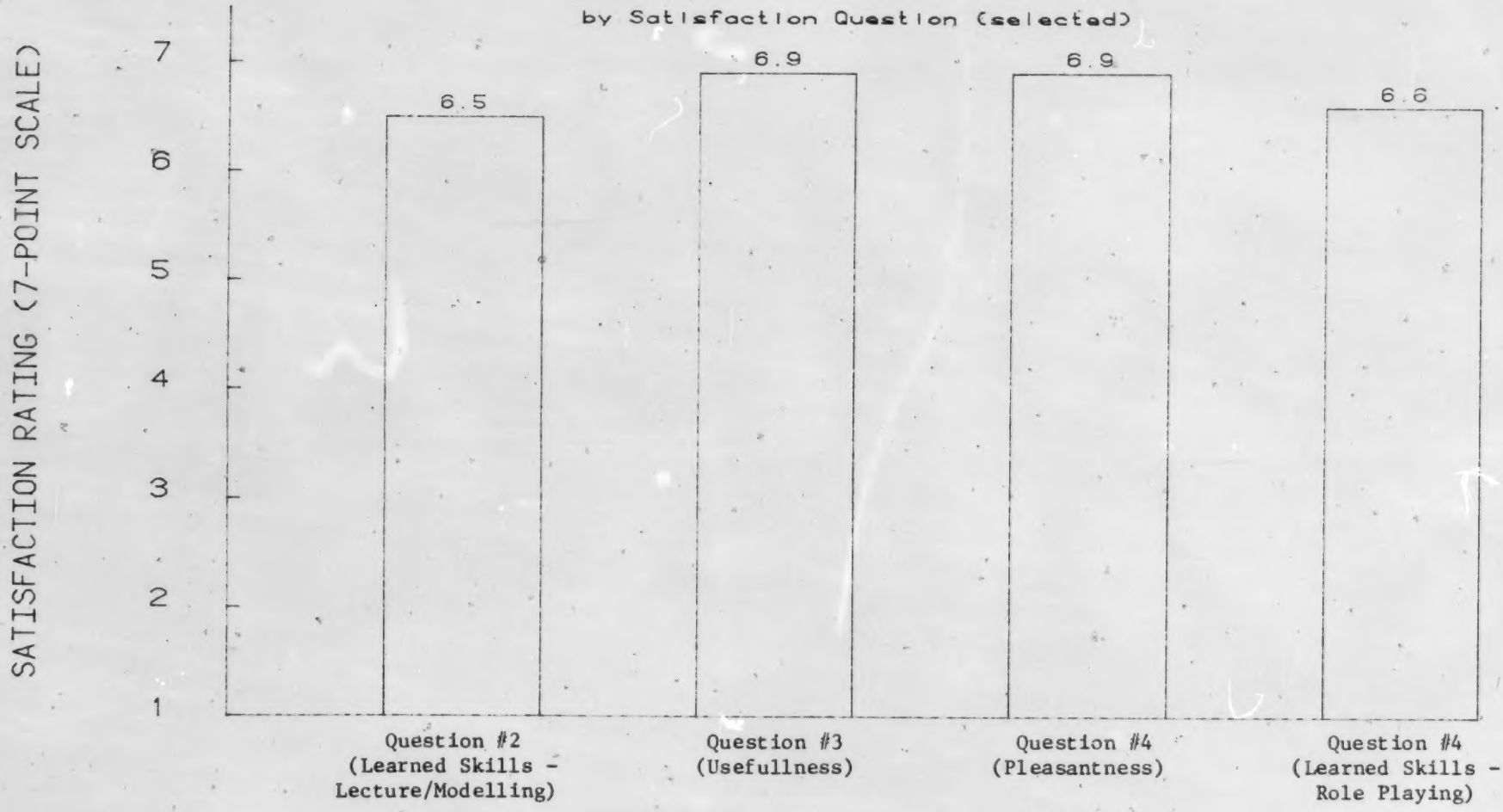


FIGURE #2

PROGRAM MANAGER WORKSHOP

Average Satisfaction Ratings of Participants (N=54)

by Workshop Section

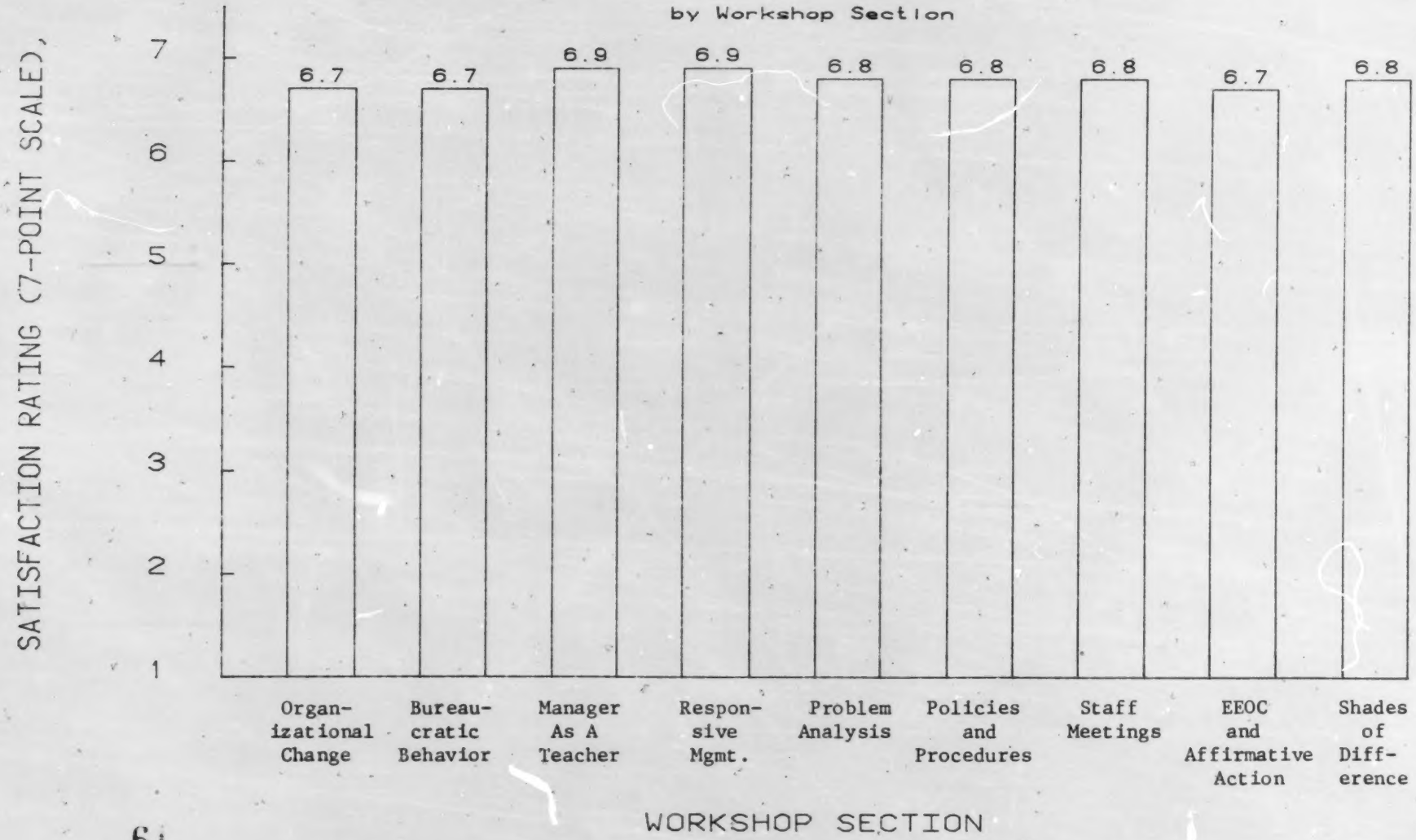


FIGURE #3

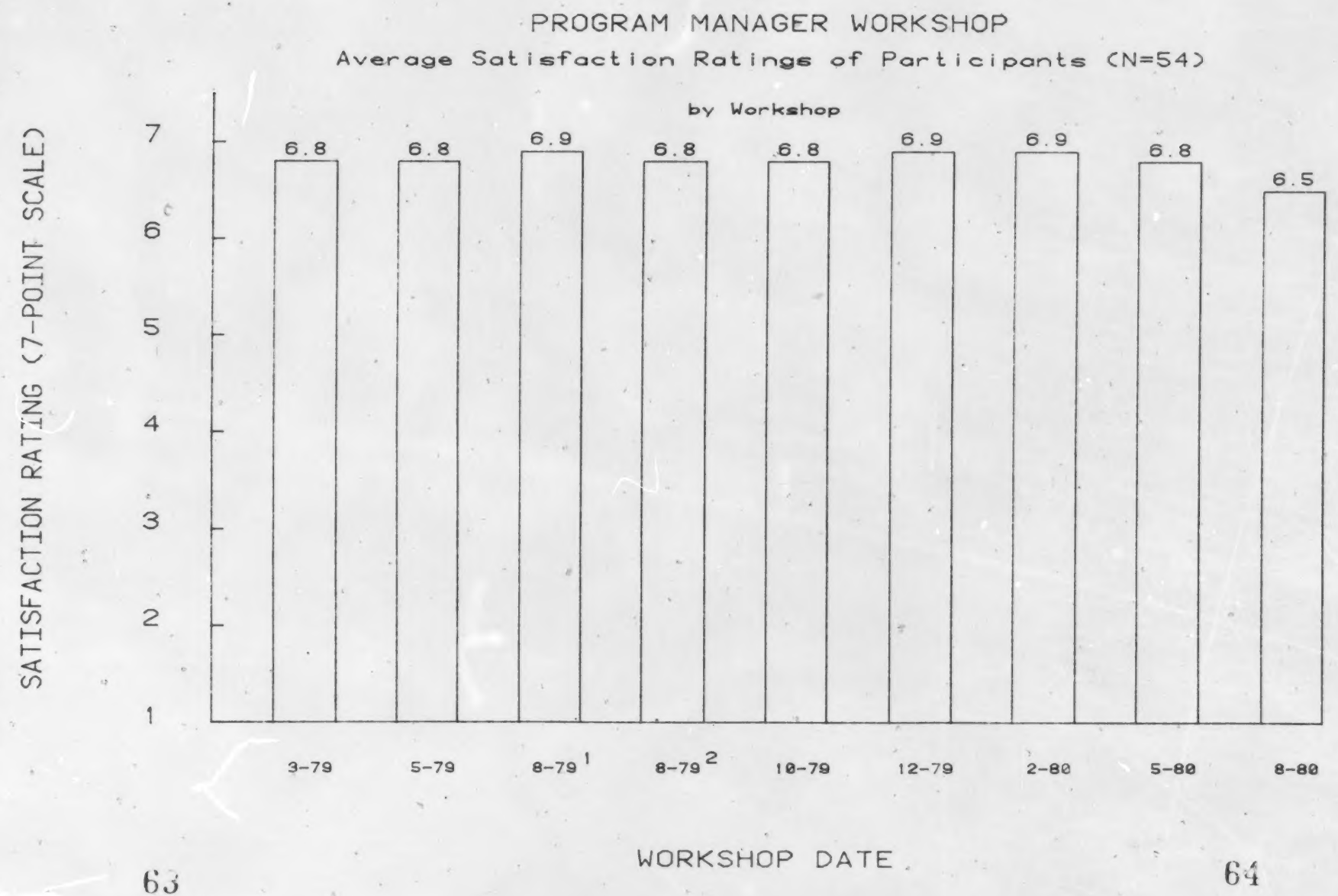

PROGRAM MANAGER WORKSHOP
Average Satisfaction Ratings of Participants (N=54)
by Workshop
SATISFACTION RATING (7-POINT SCALE)
7
6
5
4
3
2
1
6.8
6.8
6.9
6.8
6.8
6.9
6.9
6.8
6.5
3-79
5-79
8-79 1
8-79 2
10-79
12-79
2-80
5-80
8-80
WORKSHOP DATE

FIGURE #4

PROGRAM MANAGER WORKSHOP

Average Rank Ordering

(workshop versus six month post)

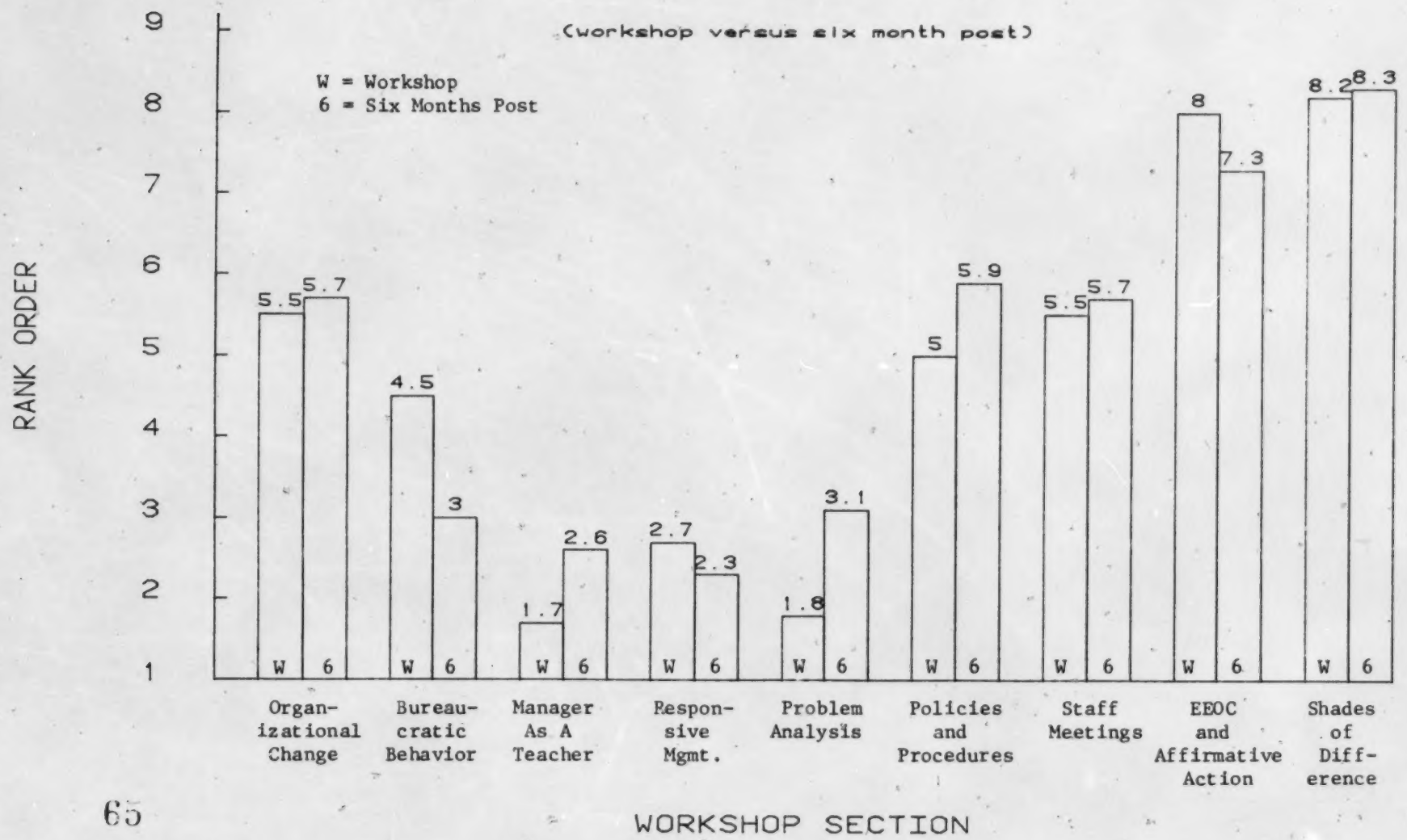


FIGURE #5

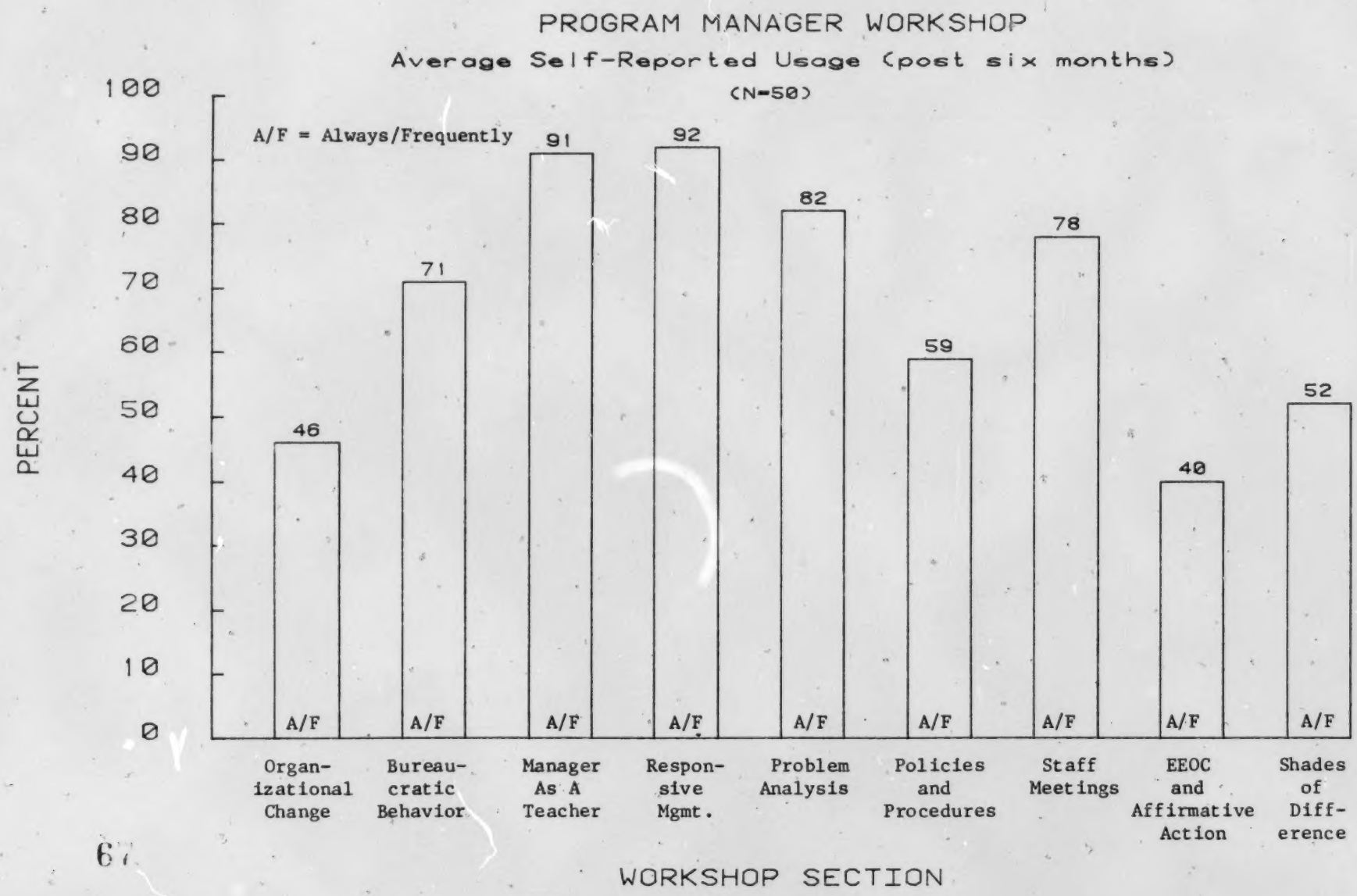

PROGRAM MANAGER WORKSHOP
Average Self-Reported Usage (post six months)
(N=50)
A/F = Always/Frequently
PERCENT
100
90
80
70
60
50
40
30
20
10
0
46
71
91
92
82
59
78
40
52
A/F
Organ-izational Change
Bureau-cratic Behavior
Manager As A Teacher
Respon-sive Mgmt.
Problem Analysis
Policies and Procedures
Staff Meetings
EEOC and Affirmative Action
Shades of Diff-erence
WORKSHOP SECTION

FIGURE #6

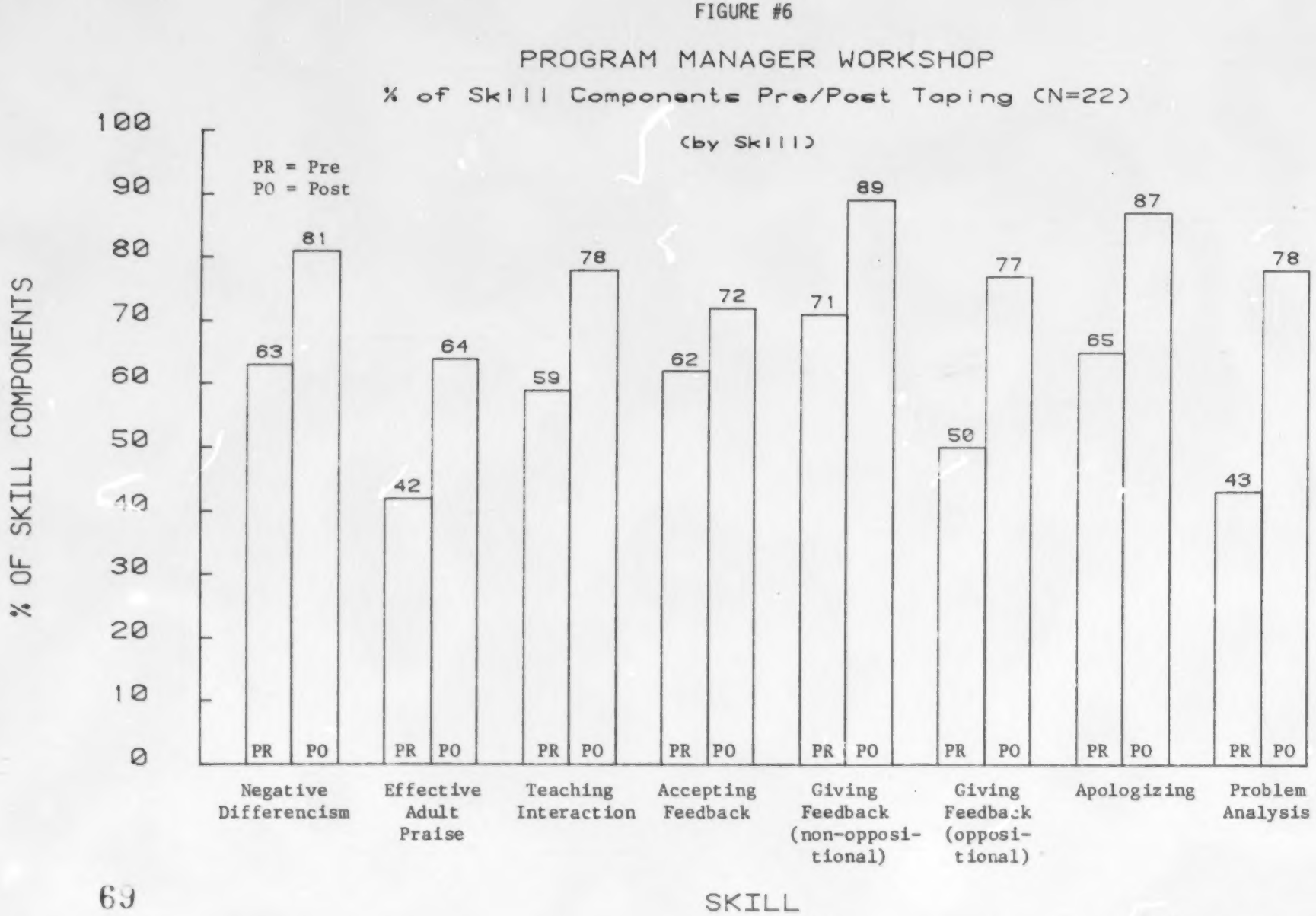
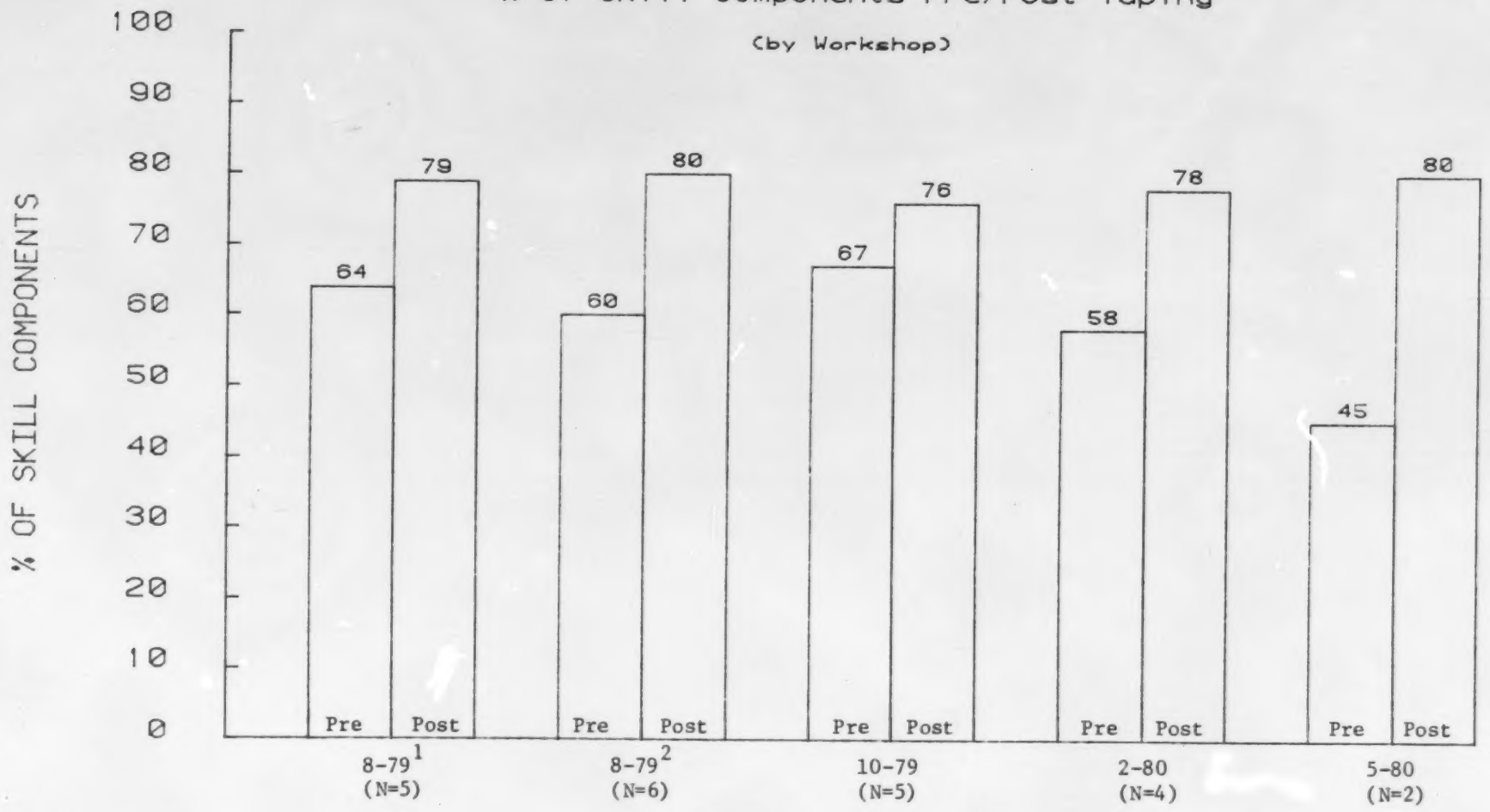

PROGRAM MANAGER WORKSHOP
% of Skill Components Pre/Post Taping (N=22)
(by Skill)
PR = Pre
PO = Post
% OF SKILL COMPONENTS
100
90
80
70
60
50
40
30
20
10
0
63
81
42
64
59
78
62
72
71
89
50
77
65
87
43
78
PR
PO
Negative Differencism
Effective Adult Praise
Teaching Interaction
Accepting Feedback
Giving Feedback (non-oppositional)
Giving Feedback (oppositional)
Apologizing
Problem Analysis
SKILL

FIGURE #7

PROGRAM MANAGER WORKSHOP

% of Skill Components Pre/Post Taping

(by Workshop)



7i

FIGURE #8

PROGRAM MANAGER WORKSHOP

Average Program Manager Evaluation Ratings

(Con-site observations)

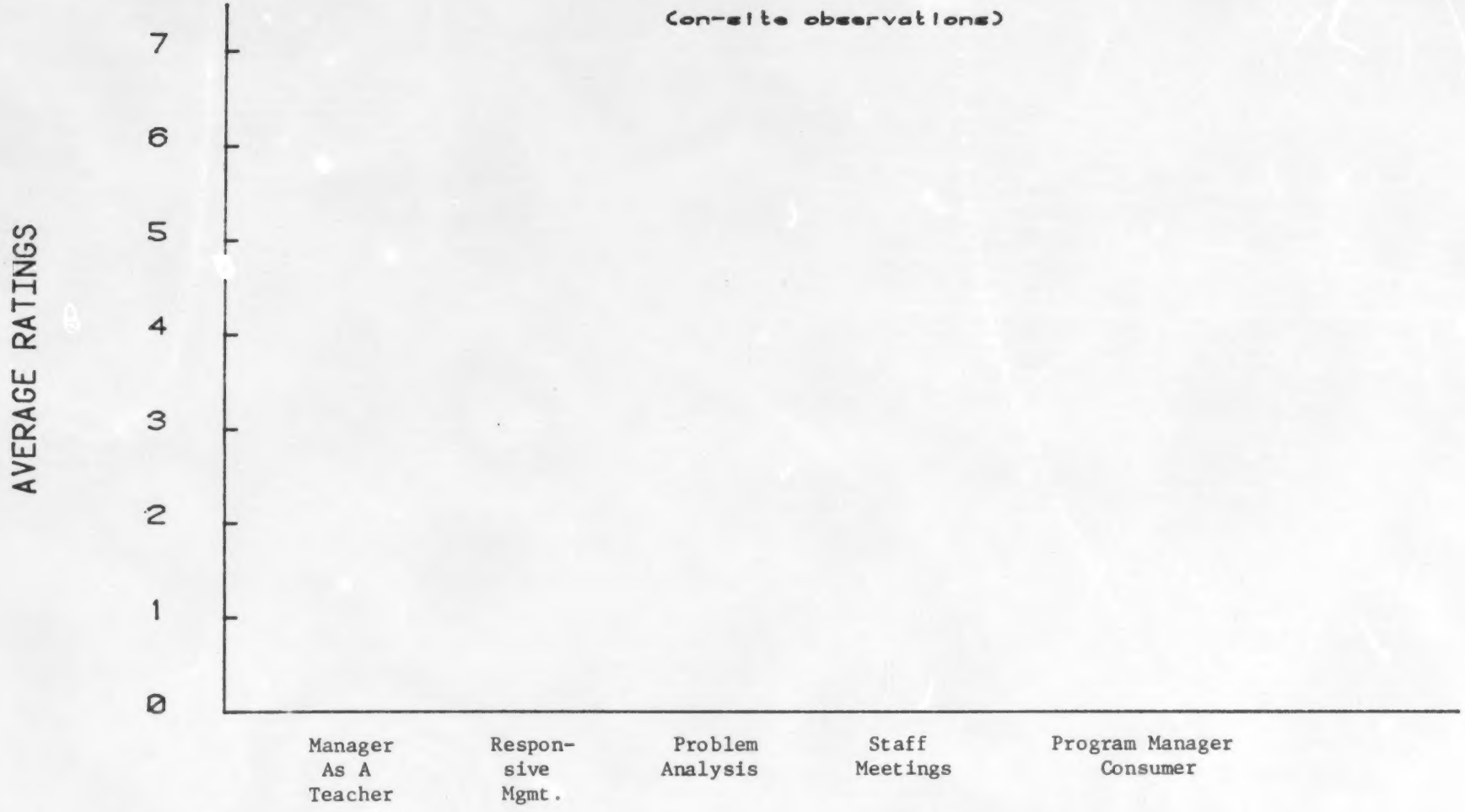
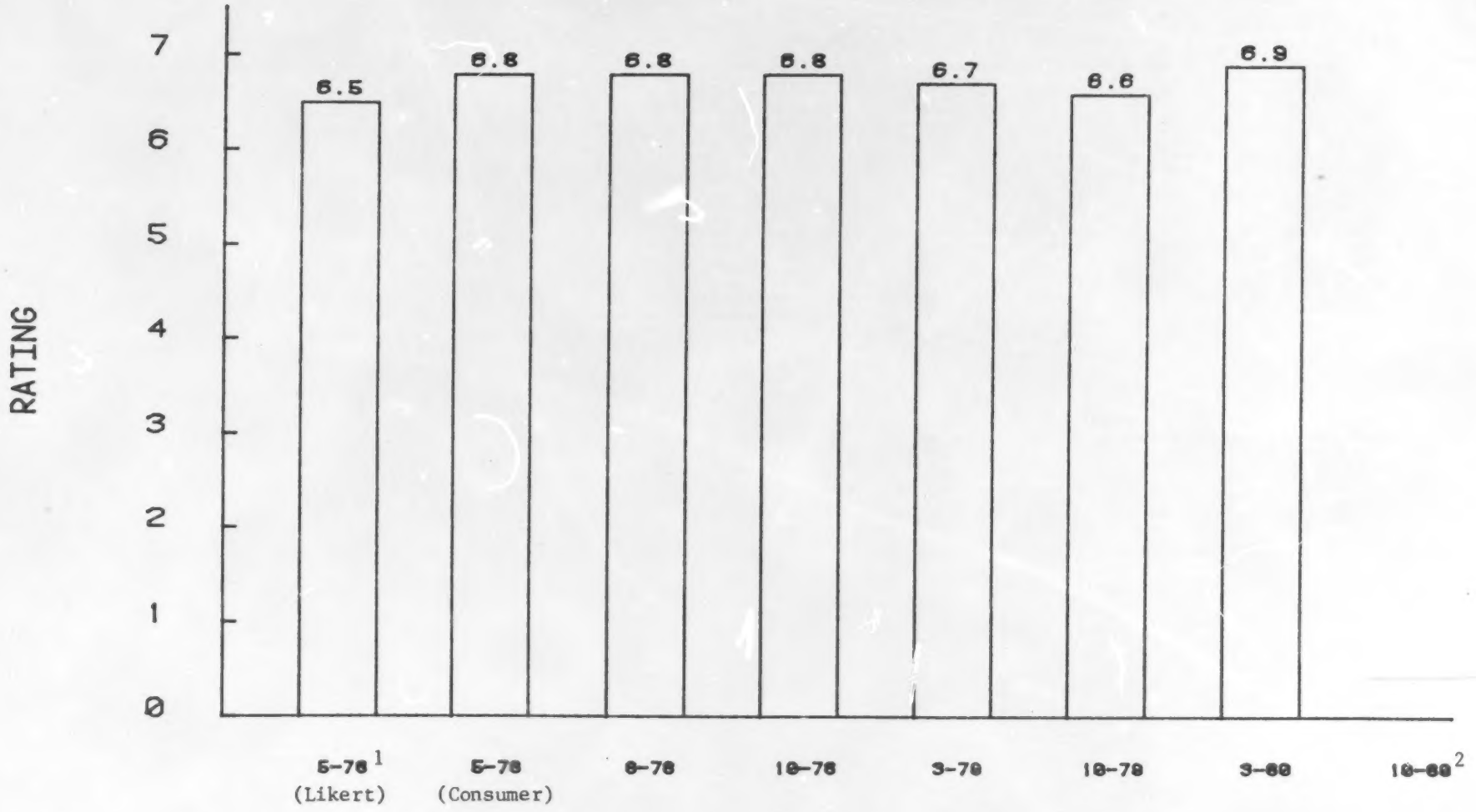


FIGURE #9

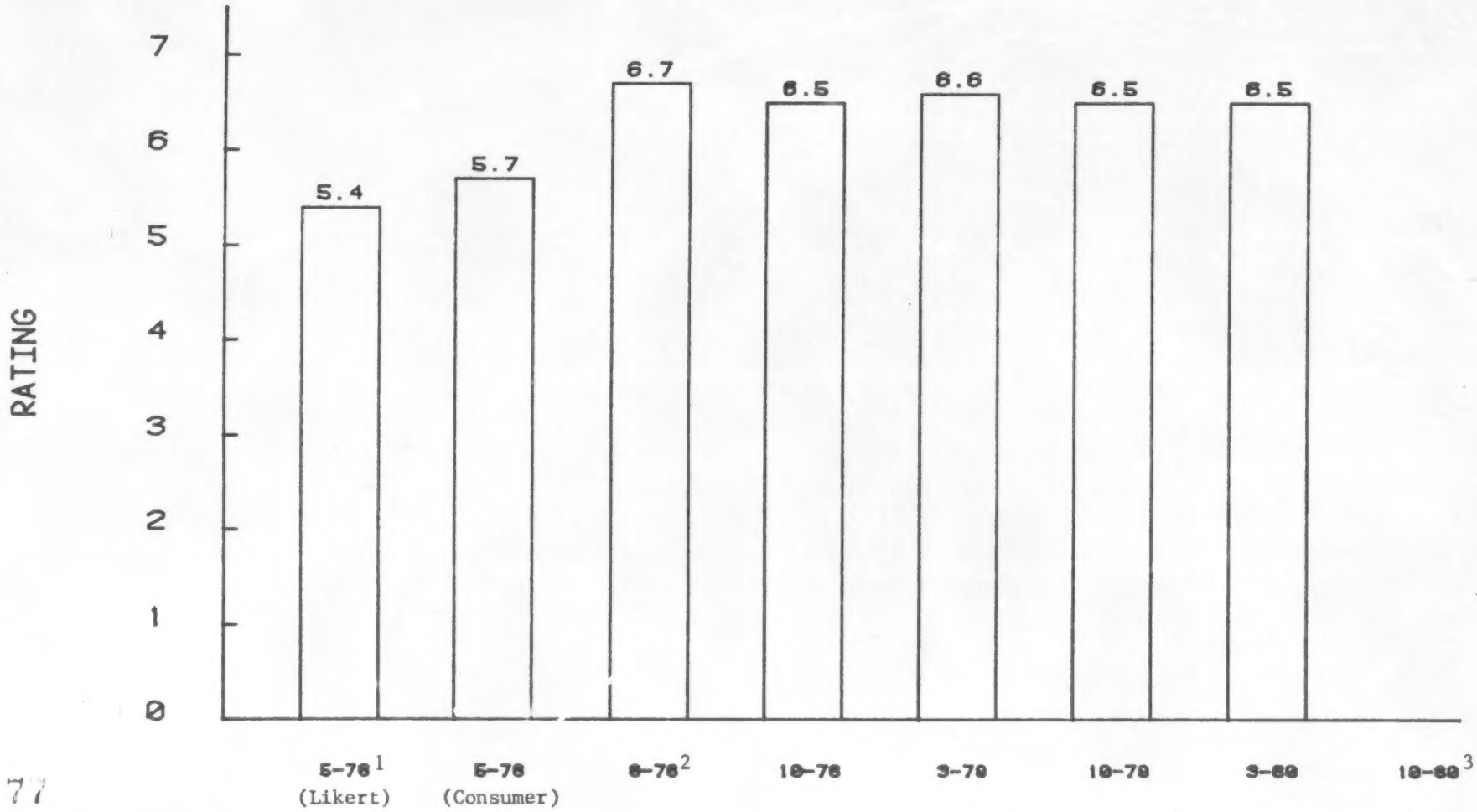
Average Consumer Ratings of Manager D



1 = Convert to 7 point scale
2 = Reduced number of homes manager is responsible for

FIGURE #10

Average Consumer Ratings of Manager C



77

1 = Converted to 7 point scale
2 = Manager Change
3 = Reduced number of homes manager is responsible for

CONSUMER ADMINISTRATION DATES

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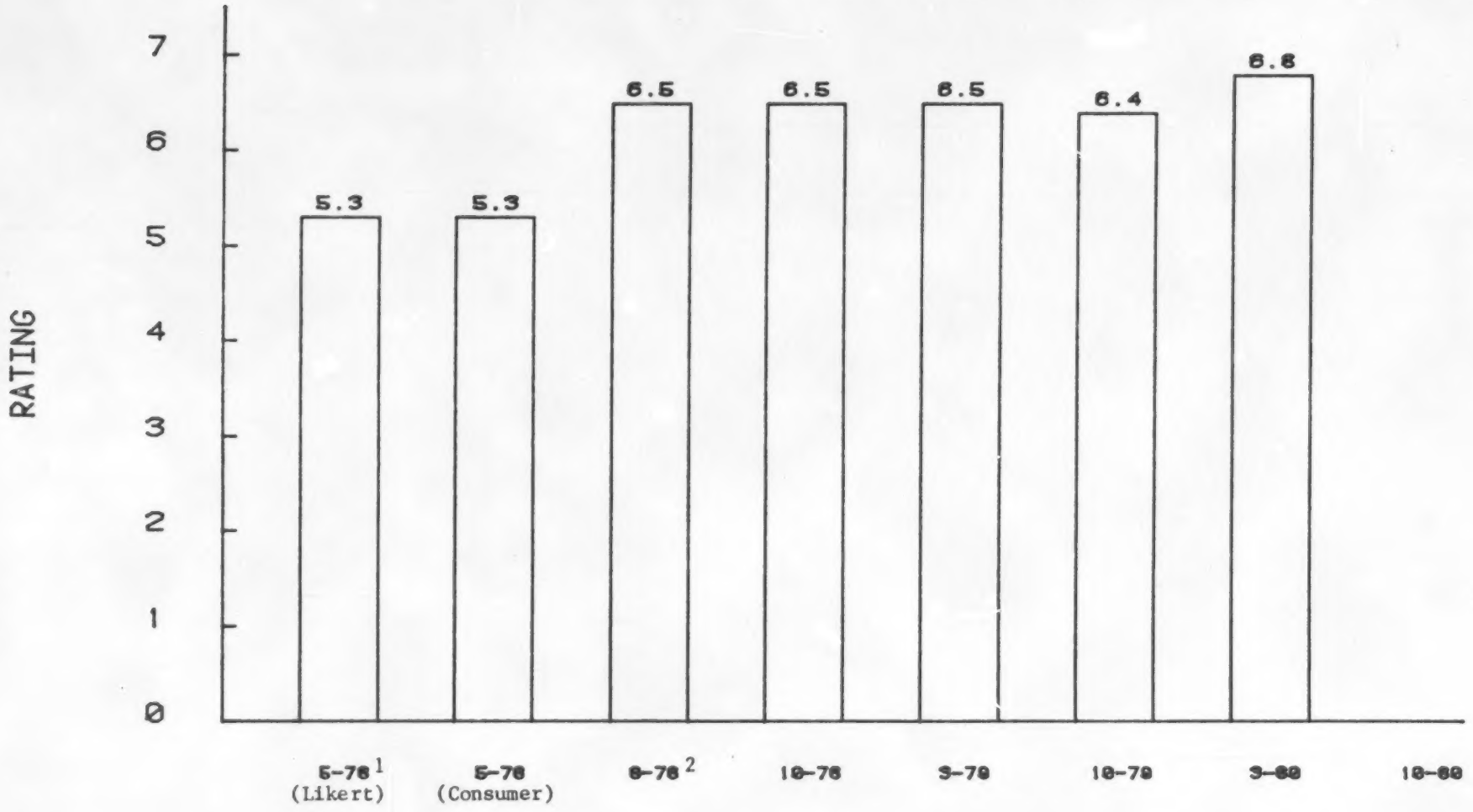
FIGURE #11

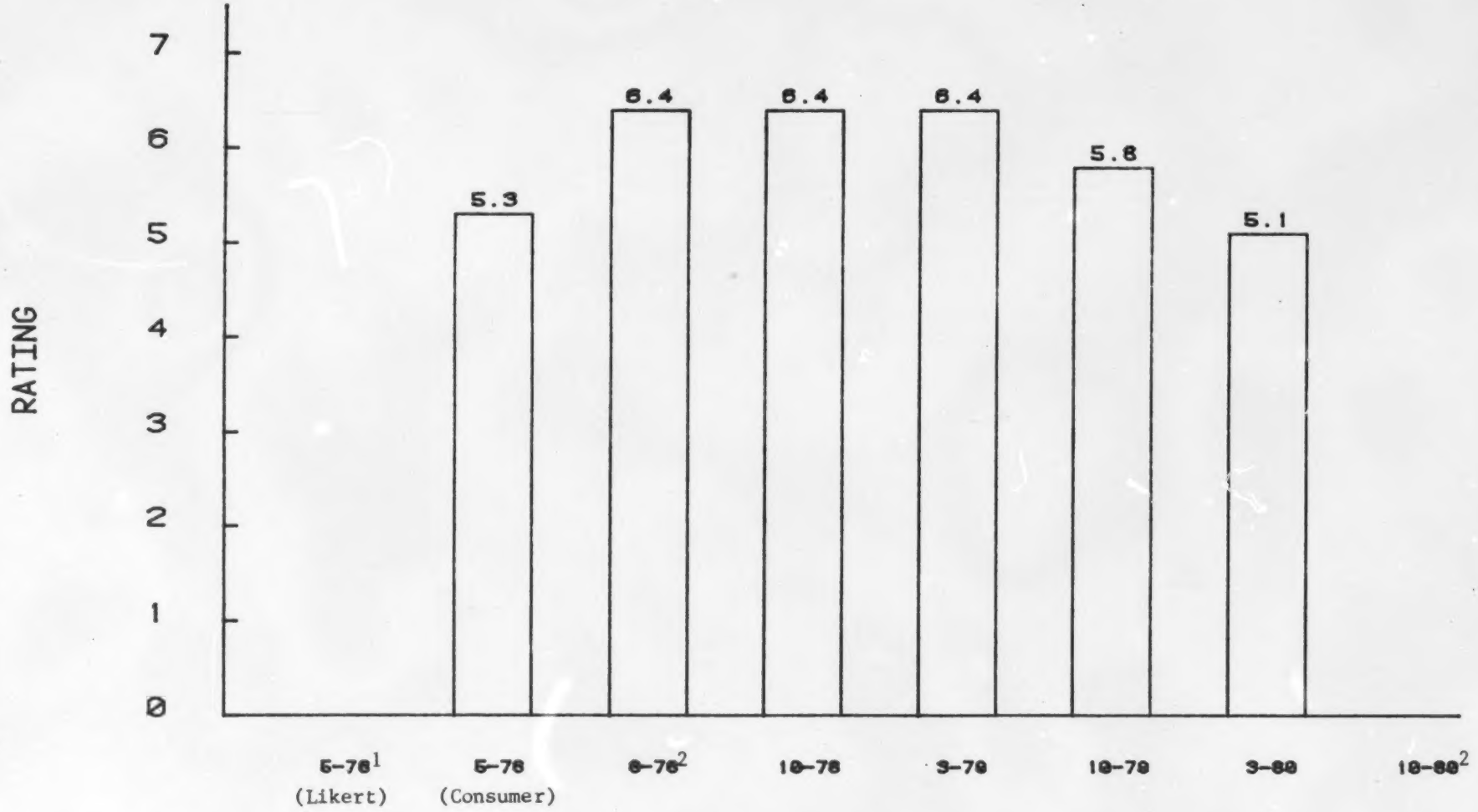
Average Consumer Ratings of Manager B



1 = Converted to 7 point scale
2 = Reduced number of homes manager is responsible for

FIGURE #12

Average Consumer Ratings of Manager A



1 = Converted to 7 point scale
2 = Manager Change

FIGURE #13

PROGRAM MANAGER WORKSHOP

Sex and Minority Non-Minority Status of Workshop Participants

(N=54)